|  |  |
| --- | --- |
| **Interactive Read Aloud (Modeled Reading)** | |
| **Definition and Purpose**  The teacher selects and reads aloud a text while thinking aloud to demonstrate decision making about reading strategies being used to access and understand text. Reading aloud to students allows them to experience texts they would not be able to read on their own at this point in their learning, and to experience a variety of forms and styles of writing. It acquaints them with the language and form of books and allows them to appreciate the pleasure that comes from reading without having to concentrate on the mechanics of decoding the printed word. Reading aloud encourages them to want to emulate the reader and to acquire the skills that will allow them to enjoy the pleasure and satisfaction of reading for themselves. The listening and thinking skills used during reading aloud help students with the development of comprehension skills that are used when students read themselves. Reading aloud models appropriate fluency including rate, prosody, phrasing, etc. | |
| **General Information**   * Stage 1 of the Gradual Release of Responsibility - (I do, you watch) * Primary use is with whole group, secondary use is with small group as needed * Texts used are rich in meaning and language * Typically used daily * Lesson may Include an Anchor Chart (reference during instruction) - including Non-Linguistic Representations | |
| **Assessment/Student Rubrics**   * Anecdotal/Running records * Acuity * DIBELS | |
| **Before the Before** | |
| **Teacher Role**   * Use student data to determine needs of students * Intentionally choose a book and focus for lesson | **Student Role** |
| **Before the Reading** | |
| **Teacher Role**   * Sets Purpose (ex. Predicting, inferring, making connections, clarifying, questioning) * Model and think aloud * Introducing New Strategies | **Student Role**   * Pair-Share * Make Connections T-t, T-s, T-w * Respond to pictures and questions * Make predictions |
| **During the Reading** | |
| **Teacher Role**   * Model and think aloud (responding to story, retelling strategies, author’s craft and purpose, curriculum connections, etc) * Introducing New Strategies * Models fluent and expressive reading | **Student Role**   * Learn a Thinking Strategy for use During Independent Reading * Pair-Share * Make Connections T-t, T-s, T-w * Practice the Activity |
| **After the Reading** | |
| **Teacher Role**   * Bring closure by Revisiting to Purpose the Activity | **Student Role**   * Apply newly learned strategy to independent reading |

|  |  |
| --- | --- |
| **Shared Reading** | |
| **Definition and Purpose:**  In Shared Reading, the teacher introduces and reads an enlarged text or a small text of which each child has a copy. On refrains and in multiple readings, children join in, reading in unison. The technique of shared reading in the classroom was created to replicate the experience of storybook reading, where the student follows along. It allows children to read books they may not be able to read on their own. With beginning readers, shared reading focuses on concepts about print and phonemic awareness. Shared reading develops fluency and expression. | |
| **General Information**   * Use mentor texts & examine writing craft to identify components of writing style * Stages 2 & 3 of the Gradual Release of Responsibility (I do/you help & You do/I help) * Can be done with poems and songs that are written on chart paper or projected and with the products of interactive writing activities. * Preferably done daily * Primary use is with whole group, but may be used with small groups as well | |
| **Assessment/Student Rubrics**   * Anecdotal records from observations of students during lesson | |
| **Before the Before** | |
| **Teacher Role**   * Choose appropriate material * Select explicit skills for direct instruction * Establish purpose for reading mentor text | **Student Role** |
| **Before the Reading** | |
| **Teacher Role**   * Explicitly establish purpose for reading mentor text * Build background knowledge * Think aloud | **Student Role**   * Look, talk, and share and make predictions about the story |
| **During the Reading** | |
| **Teacher Role**   * Think Aloud * Point to the text while reading word-by-word for beginning readers or line-by-line for more advanced readers * Read along with students * Read in a fluent and expressive manner * Deconstruct for key text features * Clarify challenging ideas and vocabulary * Model reading strategies for decoding, using context or picture clues * Observe the student’s responses and behavior | **Student Role**   * Students read along in unison * Clarify challenging ideas and vocabulary * Contribute to group problem solving and conversation about the meaning of the story * Readers support each other |
| **After the Reading** | |
| **Teacher Role**   * Think Aloud * Focus on comprehension | **Student Role**   * Contribute to group problem solving and conversation about the meaning of the story |

|  |  |
| --- | --- |
| **Guided Reading** | |
| **Definition and Purpose:**  In guided reading students assume more responsibility than in shared reading. The teacher and a group of students, or sometimes just one student, have their own copy of the book being read. The teacher provides an introduction to the story, and observes the students as they read orally, talk, think, and question their way through the story. The text chosen for guided reading should permit some new learning, and the opportunity for problem solving by the students. The teacher assists the students in the problem solving experiences in such a manner as to promote future use of the behaviors and strategies needed by the students in problem solving situations. Guided Reading provides direct instruction in reading and writing strategies and skills as difficulty arises. The goal of Guided Reading is to make self-directed readers who become better readers every time they read. | |
| **General Information**   * Small group setting & flexible grouping * Stages 3 of the Gradual Release of Responsibility (You do/I help) * Lesson may include skill lesson/word work/writing * Routines established for rich literacy activity engagement for rest of class * Preferred daily (rotating groups) * Primary use is with small group, but may be individualized as well | |
| **Assessment/Student Rubrics**   * Running Records * Anecdotal Notes | |
| **Before the Before** | |
| **Teacher Role**   * Analyzes Running Records/anecdotal records to determine student needs * Creates focus for lesson * Chooses book to match focus of lesson and students’ instructional level | **Student Role** |
| **Before the Reading** | |
| **Teacher Role**   * Set the purpose, with strategic focus based on student needs * Introduces the book providing scaffolding needed to support students at their Zone of Proximal Development * Link prior knowledge to reading * Introduce vocabulary * Take Running Record while students read familiar re-read books | **Student Role**   * Make predictions * Picture walk * Locate known/unknown words * Use schema * Ask questions * Understand vocabulary |
| **During the Reading** | |
| **Teacher Role**   * Teacher listens in while students are reading (staggered – NOT ROUND ROBIN) * Teacher prompts students at points of difficulty * Explicit direct instruction connected to skill/strategy focus * Take anecdotal records * Praise strategies used | **Student Role**   * Read aloud at their own pace, in a quiet voice (NOT ROUND-ROBIN OR CHORAL READING) * Use strategies to problem solve at points of difficulty (meaning, structure, visual cues) * Predict, clarify, ask questions * Self-corrects and repeats |
| **After the Reading** | |
| **Teacher Role**   * Choose 1 or 2 explicit teaching points related to focus of the lesson * Check comprehension * Connect the skill lesson to independent reading | **Student Role**   * Retell or summarize story * Ask questions * Connect the skill lesson to independent reading |

|  |  |
| --- | --- |
| **Independent Reading** | |
| **Definition and Purpose:**  In independent reading the students assume responsibility for reading. Opportunities for independent reading should be part of each stage of students’ literacy development. Independent Reading is an opportunity for students to participate in real-world reading, process information at their own pace, practice new strategies, and problem solve on their own. When students are reading at an appropriate level, independent reading fosters self-confidence and enjoyment of reading. | |
| **General Information**   * Stage 4 of Gradual Release of Responsibility (You do, I watch) * Reading is of new texts appropriate to a student’s independent level, selected by students * Materials can be familiar stories that students know from reading aloud, shared reading, and guided reading experiences * Opportunities for a wide-range of reading forms, purposes, and topics * Primary use is for individuals, but may be done with partners and small groups as well | |
| **Assessment/Student Rubrics**   * Running Records * Anecdotal records * Students use checklists & student rubrics to self-assess * Reading response journals/assignments | |
| **Before the Before** | |
| **Teacher Role**   * Guide students in choosing ‘just right’ books | **Student Role**   * Choose a ‘just right’ book |
| **Before the Reading** | |
| **Teacher Role**   * Set clear expectations for student responsibility during independent reading * Assign student reading response expectations | **Student Role**   * Set purpose for reading * Make predictions |
| **During the Reading** | |
| **Teacher Role**   * Teacher observes individual student reading and problem solving behaviors & confers to support skills/strategies taught | **Student Role**   * Students engage in whole act of reading, and use metacognition to think about their thinking * Students use prior learning, anchor charts * Apply all skills and strategies of good readers (integrate all cueing systems) * Apply a range of comprehension strategies |
| **After the Reading** | |
| **Teacher Role**   * Respond to student reading response journals/assignments * Use anecdotal records to inform instruction | **Student Role**   * Summarize * Reading response journal/assignments * Reflect on self as a reader |

|  |  |
| --- | --- |
| **Modeled Writing** | |
| **Definition and Purpose:**  During Modeled Writing the teacher selects a topic and talks, thinks, and questions the way through the writing process and writing strategies. Children may join in but the teacher does the writing. Often the message is reread many times. | |
| **General Information**   * Stage 1 of the Gradual Release of Responsibility (I do, you watch) * Teacher reads mentor texts to illustrate writing strategies & thinks aloud * Teacher models and demonstrates the process of putting ideas into written language * Primary use is for whole group, but may be used with small groups | |
| **Assessment/Student Rubrics**   * Student writing samples & rubrics | |
| **Before the Before** | |
| **Teacher Role**   * Use student writing samples to determine need/focus of lesson * Build on prior lessons * Choose mentor text | **Student Role** |
| **Before the Modeled Writing** | |
| **Teacher Role**   * Establish purpose for writing * Set clear expectations | **Student Role**   * Students observe with the intent to transfer learning to independent writing |
| **During the Modeled Writing** | |
| **Teacher Role**   * Create anchor chart * Check for understanding * Explicitly teach concept, skill or strategy * Use think aloud to demonstrate decision making about purpose, form, topic, audience and concepts about print in writing * Incorporate 6+1 Traits into explicit instruction and modeling | **Student Role**   * Students observe with the intent to transfer learning to independent writing |
| **After the Modeled Writing** | |
| **Teacher Role**   * Confer with students during independent writing to monitor strategy or skill transfer | **Student Role**   * Apply strategy or skill into independent writing |

|  |  |
| --- | --- |
| **Interactive Writing** | |
| **Definition and Purpose:**  Interactive writing is a process through which the teacher and the students collaborate on the construction of the text and share the role of scribe. The negotiation of the text is a process that develops thinking, planning, refining, and consolidating while at the same time developing appropriate language structures and increasing vocabulary. The teacher and students can work at many levels of competence, from letter recognition and formation to learning various types of writing. Interactive writing is and effective method to support skill development in beginning readers, focus on the confusions of struggling readers, and teach advanced writing skills to more proficient readers and writers. | |
| **Points to Ponder** | |
| **General Information**   * Stage 3 of the Gradual Release of Responsibility (You do, I help) * Teacher models and demonstrates writing processes but also involves individual children (sharing the pen) * Primary use is with whole group, but may be used with small groups | |
| **Assessment/Student Rubrics**   * Anecdotal observations during lesson * Student independent writing samples | |
| **Before the Before** | |
| **Teacher Role**   * Analyze student writing to determine need/focus * Choose an structure of writing that will be created (ie: list, large-scale piece, poem, sentence, labeling, etc) | **Student Role** |
| **Before the Interactive Writing** | |
| **Teacher Role**   * Establish purpose | **Student Role**   * Students observe with the intent to transfer learning to independent writing |
| **During the Interactive Writing** | |
| **Teacher Role**   * Negotiate text * Construct (and check) text * Select letters, words or other writing actions for individual students to do; sharing the pen * Model and demonstrate effective writing processes * Use explicit language and actions | **Student Role**   * Negotiate text (contribute specific ideas, words, etc) * Construct (and check) text * Share the pen when asked * Participate when not sharing the pen * Students participate with the intent to transfer learning to independent writing |
| **After the Writing** | |
| **Teacher Role**   * Proof-read & revise text * Revisit text to support word solving (decoding and making meaning of words) * Summarize learning * Extend the learning (through illustration, shared reading, etc.) * Reread text many times | **Student Role**   * Proof-read & revise text * Revisit text to support word solving (decoding and making meaning of words) * Summarize learning * Reread text many times * Apply strategy or skill into independent writing |

|  |  |
| --- | --- |
| **Guided Writing** | |
| **Definition and Purpose:**  Teacher may work with a small group to provide general guidance and mini-lessons on any aspect of writing. | |
| **General Information**   * Primary use is with small flexible groups * Stages 2 & 3 of the Gradual Release of Responsibility (I do, you help & You do, I help) * Routines Established for Rich Literacy Activity Engagement for Rest of Class | |
| **Assessment/Student Rubrics**   * Formative Assessment * Student writing samples | |
| **Before the Before** | |
| **Teacher Role**   * Analyze student writing to determine needs and grouping of students * Establish focus/mini-lesson for group | **Student Role** |
| **Before the Guided Writing** | |
| **Teacher Role**   * Establish Purpose for Writing * Make the Reading-Writing Connection (as in Persuasive Text) | **Student Role**   * Students observe with the intent to transfer learning to independent writing |
| **During the Guided Writing** | |
| **Teacher Role**   * Teacher Provides Direct Instruction * Make the Reading-Writing Connection (as in Persuasive Text) * Use of Anchor Text as a Model for Writing * Share Thinking/Negotiate Text * Read Like Writing & Peer Writing | **Student Role**   * Students apply skill/strategy being taught * Students participate with the intent to transfer learning to independent writing |
| **After the Writing** | |
| **Teacher Role**   * Summarize learning | **Student Role**   * Summarize learning * Apply strategy or skill into independent writing |

|  |  |
| --- | --- |
| **Independent Writing** | |
| **Definition and Purpose:**  During independent writing students assume responsibility for writing. The goal is that students are all given the time necessary to independently write text, incorporating all they have learned in large group and small group writing methodologies. | |
| **General Information**   * Stage 4 of Gradual Release of Responsibility (You do, I watch) * New Writing Using Mentor Texts, Prior Learning, Anchor Charts and Conferring to Support Their Independent Work | |
| **Assessment/Student Rubrics**   * Teacher Might Make Formative Assessments * Students Use Checklists & Student Rubrics to Self-Assess * Student independent writing samples | |
| **Before the Before** | |
| **Teacher Role**   * Analyze student writing to determine needs for conferring * Create rubrics | **Student Role** |
| **Before the Writing** | |
| **Teacher Role**   * Establish clear expectations and routines for independent writing * Share rubric and exemplars that demonstrate proficiency with students | **Student Role**   * Become familiar with rubric and expectations for proficiency * Establish purpose for writing * Create a plan for writing * Reread previous writing (if in the middle of a draft) * Revisit writing plan |
| **During the Writing** | |
| **Teacher Role**   * Teacher observes and confers with Individual Students to Support Skills Taught | **Student Role**   * Students Engage in Whole Act of Writing, and use Metacognition to Think about their Thinking and Writing * Plan, draft, * Refer to exemplars and rubrics throughout the writing process |
| **After the Writing** | |
| **Teacher Role**   * Guide students in revising, editing, and publishing * Use rubric to assess student writing | **Student Role**   * Revise, edit, and publish * Oral presentation of writing (optional) * Use rubric to self-assess * Reflect on self as a writer |